

Scope and sequence

# Music

Reception to year 6

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# Music – Scope and sequence reception to year 6

## Contents

Context statement

Achievement standards

Scope and sequence

- Strand: Making
  - Sub-strand: Exploring ideas and improvising with ways to represent ideas
  - Sub-strand: Developing an understanding of practices
  - Sub-strand: Sharing artworks through performance, presentation or display
  
- Strand: Responding
  - Sub-strand: Responding to and interpreting artworks

## Context statement

In Music, students listen to, compose, rehearse, refine, appreciate, respond to and perform music from a diverse range of styles, traditions and contexts. Students create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians. Students consider music from the viewpoint of the composer, the performer and the audience. They make informed critical judgements about their own music choices, music they interpret and the music they listen to. Students develop their musical literacy as they explore where, how and why music takes place and the elements, materials, skills and processes involved in creating, developing, interpreting and performing musical ideas.

Teachers are advised to use their professional judgement when selecting a diverse range of music and musicians on which to focus the delivery of this curriculum. Choices should reflect accessibility and student needs and interests. Where examples are given, these are suggestions and are by no means exhaustive or mandated. The use of local music and musicians is strongly encouraged.

**The making and responding strands** inform and support each other. They are intrinsically connected and should be integrated when designing learning experiences.

- As students make music, they actively respond to their own developing composition and performance work and the work of others.
- As students respond to music they draw on the knowledge, understanding and skills acquired through their experiences in making music.

**The elements of music** are fundamental to all learning in this subject: beat, rhythm, pitch, dynamics and expression, form, texture and timbre.

This document is structured around the shared arts sub-strands to clarify the explicit learning required. As with the strands, the sub-strands should be combined when planning teaching and learning activities, they are not designed to be addressed as isolated activities.

**These documents have been designed to:**

- Provide clarity and context, for teaching and learning in South Australia, in alignment with the Australian Curriculum content descriptions
- Identify the discipline specific and transferable knowledge, skills and understandings required at each year level
- Enable rigour, engagement and discipline specific skill development.

## Achievement standards

Reception to year 2	Years 3 to 4	Years 5 to 6
<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> <li>• <b>communicate</b> about the music they listen to, make and perform and where and why people make music</li> <li>• <b>improvise, compose, arrange</b> and <b>perform</b> music</li> <li>• <b>demonstrate</b> aural skills by staying in tune</li> <li>• <b>keep in time</b> when they sing and play.</li> </ul>	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> and <b>discuss</b> similarities and differences between the music they listen to, compose and perform</li> <li>• <b>discuss</b> how they and others use the elements of music in performance and composition</li> <li>• <b>collaborate to improvise, compose</b> and <b>arrange</b> sound, silence, tempo and volume in music that communicate ideas</li> <li>• <b>demonstrate</b> aural skills by <b>singing</b> and <b>playing</b> instruments with accurate pitch, rhythm and expression.</li> </ul>	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>explain</b> how the elements of music are used to communicate meaning in the music they listen to, compose and perform</li> <li>• <b>describe</b> how their music-making is influenced by music and performances from different cultures, times and places</li> <li>• <b>use</b> rhythm, pitch and form symbols and terminology to <b>compose</b> and <b>perform</b> music</li> <li>• <b>sing</b> and <b>play</b> music in different styles with accurate pitch, rhythm, and expression, <b>demonstrating</b> aural, technical, and expressive skills in performances for audiences.</li> </ul>

## Scope and sequence

Strand: Making							
Sub-strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring ideas and improvising with ways to represent ideas	<p>Explore and express ideas with sounds, high and low pitch and rhythmic patterns using voice, movement and body percussion:</p> <ul style="list-style-type: none"> <li>with guidance, <b>explore</b> sounds and silence using their voice, instruments and movement</li> <li><b>recognise</b> the difference between singing and speaking</li> <li><b>examine</b> dynamics, for example, loud and soft.</li> <li><b>Examine</b> pitch, for example, high and low</li> <li><b>use</b> symbols, pictures and movement to <b>test</b> and <b>share</b> musical ideas</li> <li><b>explore</b> singing and playing.</li> </ul>	<p>Explore and express ideas with sounds, high and low pitch and rhythmic patterns using voice, movement and body percussion:</p> <ul style="list-style-type: none"> <li>with limited guidance <b>explore</b> sound, simple pitch and rhythm patterns using their voice, instruments and movement</li> <li><b>examine</b> tempo, differentiating between fast and slow beats</li> <li>creatively <b>record</b> musical ideas in the graphic notation, for example, symbols that represent sounds and experiment with musical ideas using digital technologies</li> <li><b>practise</b> singing and playing</li> <li><b>Identify</b> similarities and differences when listening to short melodies.</li> </ul>	<p>Explore and express ideas with sounds, high and low pitch and rhythmic patterns using voice, movement and body percussion:</p> <ul style="list-style-type: none"> <li><b>introduce</b> and <b>explore</b> the elements of music, such as beat, rhythm, pitch, dynamics and expression, form, texture and timbre, when students play instruments, sing and move to music</li> <li><b>review</b> dynamics and <b>explore</b> form, for example, verse and chorus, melody and accompaniment</li> <li><b>record</b> musical ideas with graphic notation</li> <li><b>develop</b> singing in tune and playing in time</li> <li><b>identify</b> similarities and differences when listening to melodies</li> </ul>	<p>Develop listening skills to recognise high and low pitch, rhythm, loud and soft dynamics, fast and slow tempo, using instruments, voice and movement creatively and with imagination:</p> <ul style="list-style-type: none"> <li><b>improvise</b> with self-expression when playing instruments, singing and moving to music</li> <li><b>improvise</b> music to <b>demonstrate</b> elements of music</li> <li><b>identify</b> the features in music using the terminology, for example, ostinato and melody</li> <li><b>communicate</b> and <b>record</b> musical ideas in digital technologies, for example, iPads</li> <li><b>demonstrate</b> musical form through distinct movement</li> <li><b>notate</b> simple rhythmic patterns played on non-melodic instruments.</li> </ul>	<p>Develop listening skills to recognise high and low pitch, rhythm, loud and soft dynamics, fast and slow tempo, using instruments, voice and movement creatively and with imagination:</p> <ul style="list-style-type: none"> <li><b>improvise</b> using selected elements of music to create simple compositions using the pentatonic scale</li> <li><b>identify</b> and <b>describe</b> the features in music using the correct terminology and in a range of graphic and traditional notation</li> <li><b>create</b> and <b>record</b> musical ideas using standard music notation, dynamics, terminology and relevant technologies</li> <li><b>explain</b> and <b>evaluate</b> the effect of varying musical elements when singing.</li> <li><b>notate</b> melodic shape through graphic notation.</li> </ul>	<p>Explore ways of combining the elements of music with instruments, voice and found sounds. Using both digital and traditional sounds create sound effects to communicate ideas:</p> <ul style="list-style-type: none"> <li><b>improvise</b> and <b>organise</b> ways of combining elements of music to create compositions</li> <li><b>identify</b> and <b>explain</b> features in music using the correct terminology and in a range of graphic and standard notation</li> <li><b>create</b> and <b>record</b> musical ideas using graphic notation, standard notation and digital technologies</li> <li><b>consider</b> multiple interpretations and <b>suggest</b> the intention of compositional choices.</li> </ul>	<p>Explore ways of combining the elements of music with instruments, voice and found sounds. Using both digital and traditional sounds create sound effects to communicate ideas:</p> <ul style="list-style-type: none"> <li><b>experiment</b> with the elements of music by <b>improvising</b> patterns, phrases and melodies</li> <li><b>identify</b> and <b>describe</b> features of rhythm and structure that affects their improvisations</li> <li><b>manipulate</b> the timbre of a range of instruments and voices to <b>create</b> mood or atmosphere</li> <li><b>create</b> and <b>record</b> musical ideas using standard notation, dynamics, expressive devices, correct terminology, and digital technologies</li> <li><b>consider</b> and <b>explain</b> the meaning behind music and how the performer is portraying this.</li> </ul>
Developing an understanding of practices	<p>Sing and play instruments to improvise and practice a variety of chants, songs and rhymes:</p> <ul style="list-style-type: none"> <li><b>practise</b> singing songs, chants and rhymes. Sing and play to demonstrate human emotions, for example, happy or scared</li> <li><b>explore</b> reading and playing music with graphic notation</li> <li><b>differentiate</b> beat vs rhythm, for example, steady pulse vs different note values</li> </ul>	<p>Sing and play instruments to improvise and practice a variety of chants, songs and rhymes:</p> <ul style="list-style-type: none"> <li><b>practise</b> and <b>play</b> music from graphic notation</li> <li><b>practise</b> singing songs, chants and rhymes with some focus of good technique, for example, correct posture</li> <li><b>sing</b> songs from different cultures, including those from the local community and Aboriginal people.</li> </ul>	<p>Sing and play instruments to improvise and practice a variety of chants, songs and rhymes:</p> <ul style="list-style-type: none"> <li><b>practise</b> and <b>perform</b> music from graphic and standard notation using crochets, crochet rests and quavers</li> <li><b>demonstrate</b> beat vs rhythm using body percussion</li> <li><b>practise</b> techniques of singing and playing classroom instruments including call and response songs</li> </ul>	<p>Practise singing and playing music, using the elements of music from a variety of genres and cultures:</p> <ul style="list-style-type: none"> <li><b>practise</b> singing and playing a range of music from different cultures</li> <li><b>rehearse</b> and <b>perform</b> music in unison, two parts and with accompaniment</li> <li><b>experiment</b> expressively with the elements of music when singing and playing instruments</li> </ul>	<p>Practise singing and playing music, using the elements of music from a variety of genres and cultures:</p> <ul style="list-style-type: none"> <li><b>practise</b> singing and playing a range of music from different cultures, times and locations</li> <li><b>rehearse</b> and <b>perform</b> music in rounds and maintain their own part</li> <li><b>create</b> ways of singing and playing expressively, using elements of tempo, dynamics and texture, for example, blending two rhythms or melodies</li> </ul>	<p>Develop technical and expressive skills in both singing and playing an instrument, using the elements of music in a range of pieces:</p> <ul style="list-style-type: none"> <li><b>rehearse</b> a range of unison and part music in ensemble playing and singing</li> <li><b>practise</b> singing and playing with accurate technical skills and rhythms</li> <li><b>maintain</b> an independent musical line against a contrasting part</li> </ul>	<p>Develop technical and expressive skills in both singing and playing an instrument, using the elements of music in a range of pieces:</p> <ul style="list-style-type: none"> <li><b>rehearse</b> a range of unison and part music individually and in ensemble playing and singing</li> <li><b>practise</b> singing and playing with accurate pitch, technical skills and rhythms</li> </ul>

Sub-strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li><b>learn</b> songs from different cultures, including those from the school community and Aboriginal people.</li> </ul>		<ul style="list-style-type: none"> <li><b>sing</b> and <b>play</b> songs with expression including works from different cultures, including those from the local community and Aboriginal peoples.</li> </ul>	<ul style="list-style-type: none"> <li><b>refine</b> beat vs rhythm</li> <li><b>read</b> traditional and invented notation in music they rehearse and perform</li> <li><b>consider</b> meaning and intention when listening to music.</li> </ul>	<ul style="list-style-type: none"> <li><b>read</b> standard notation as they rehearse and play</li> <li><b>consider</b> different interpretations when listening to music and making music. How else could this be interpreted?</li> <li><b>explain</b> how varying the elements of music when playing and singing can create different expressive effects.</li> </ul>	<ul style="list-style-type: none"> <li><b>rehearse</b> and <b>refine</b> performances in an expressive manner to communicate meaning</li> <li><b>use</b> dynamics and their terminology, for example, piano meaning soft and forte meaning loud</li> <li><b>rehearse</b> and <b>perform</b> songs and instrumental pieces using a range of scores, for example, handwritten notation, lead sheets and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li><b>maintain</b> an independent musical line against contrasting parts</li> <li><b>rehearse</b> and <b>refine</b> performance with expression to communicate meaning to the audience</li> <li><b>use</b> dynamics and their terminology with increasing complexity, for example, crescendo meaning gradually louder</li> <li><b>improvise, compose, rehearse</b> and <b>perform</b> songs and instrumental pieces using a range of scores and digital technologies.</li> </ul>
Sharing artworks through performance, presentation or display	<p>Create and perform their own music to communicate ideas to an audience:</p> <ul style="list-style-type: none"> <li><b>rehearse</b> and <b>perform</b> songs using voices and classroom instruments</li> <li><b>organise</b> sounds that create compositions and <b>improvise</b> patterns of body movement for example, stamping and clapping</li> <li><b>demonstrate</b> a favourite musical idea, for example, everyone takes a turn to play their favourite beat pattern using body percussion</li> <li><b>demonstrate</b> patterns of body movement.</li> </ul>	<p>Create and perform their own music to communicate ideas to an audience:</p> <ul style="list-style-type: none"> <li><b>rehearse</b> and <b>perform</b> learned songs and original compositions</li> <li><b>use</b> and <b>combine</b> sounds to create compositions, for example, fast, slow, loud, soft and improvise patterns of body movement</li> <li><b>improvise</b> a short melody with limited note range, for example, the pentatonic scale with melodic percussion.</li> </ul>	<p>Create and perform their own music to communicate ideas to an audience:</p> <ul style="list-style-type: none"> <li><b>rehearse</b> and <b>perform</b> learned songs and original compositions with increasing complexity</li> <li><b>choose</b> and <b>combine</b> sounds that demonstrates the elements of music that communicates ideas to the audience, for example, fast tempo, higher pitch, cheerful</li> <li><b>improvise</b> 4 and 8 beat rhythms using a non-melodic instrument</li> <li><b>use</b> standard notation to represent musical ideas.</li> </ul>	<p>Plan, create, perform and record their own music by selecting and organising sounds, silence, speed (tempo) and volume (dynamics):</p> <ul style="list-style-type: none"> <li><b>compare</b> ways of using voices, instruments and combining sounds to create a mood</li> <li><b>play</b> simple rhythm patterns to improvise and create music</li> <li><b>improvise</b> ideas to create a musical idea for a specific purpose, for example, toys with interactive sounds</li> <li><b>create</b> and <b>organise</b> music using a range of accessible technologies</li> <li><b>use</b> notation to represent sound and <b>record</b> musical ideas</li> <li><b>consider</b> how music makes you feel and what it is about music that made you feel that way.</li> </ul>	<p>Plan, create, perform and record their own music by selecting and organising sounds, silence, speed (tempo) and volume (dynamics):</p> <ul style="list-style-type: none"> <li><b>combine</b> different ways of using voices and instruments to demonstrate sound, silence, tempo and dynamics</li> <li><b>extend</b> learned rhythms and melodies through improvisation</li> <li><b>maintain</b> and <b>balance</b> a part when performing with others</li> <li><b>improvise</b> and <b>trial</b> ideas to create compositions for a specific audience, for example, junk percussion rap for recycling week assembly</li> <li><b>create, select</b> and <b>organise</b> music using a range of digital technologies and <b>use</b> notation to represent the elements of music and record musical ideas.</li> </ul>	<p>Rehearse and perform music they have composed and arranged and make purposeful decisions to engage with an audience:</p> <ul style="list-style-type: none"> <li><b>compare</b> combinations of sounds that <b>create</b> mood and atmosphere</li> <li><b>develop</b> performing skills by <b>maintaining</b> pitch with correct timing and technique when performing with others</li> <li><b>understand</b> how rhythm, pitch and dynamics can create contrast and balance in compositions</li> <li><b>present</b> performances using digital technologies</li> <li><b>identify</b> the stylistic elements of music.</li> </ul>	<p>Rehearse and perform music they have composed and arranged and make purposeful decisions to engage with an audience:</p> <ul style="list-style-type: none"> <li><b>demonstrate</b> how combinations of sounds and elements communicate a musical idea to the audience</li> <li><b>sing</b> and <b>play</b> with accurate pitch and <b>maintain</b> an individual part in balance with others while performing</li> <li><b>use</b> the elements of music that create contrast, repetition and balance to develop compositions for performance</li> <li><b>present</b> performances using digital technologies to record and perform musical ideas</li> <li><b>identify</b> and <b>explain</b> the stylistic elements of music.</li> </ul>

Strand: Responding							
Sub-strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Responding to and interpreting artworks</b>	<p>Respond to music they hear and communicate where and why it was made. Include music of Aboriginal and Torres Strait Islanders:</p> <ul style="list-style-type: none"> <li>• <b>identify</b> where they might experience music in their life, for example, family celebrations</li> <li>• <b>share</b> thoughts about music they hear and listen to, including music from different cultures</li> <li>• <b>ask</b> for examples of the music they enjoy</li> <li>• <b>practise</b> appropriate audience skills, for example, attentive listener.</li> </ul>	<p>Respond to music they hear and communicate where and why it was made. Include music of Aboriginal and Torres Strait Islanders:</p> <ul style="list-style-type: none"> <li>• <b>identify and describe</b> where and when they experience music in their life and community</li> <li>• <b>express</b> ideas and feelings about the music they listen to and make</li> <li>• <b>discuss and listen</b> to music and instruments from different cultures</li> <li>• <b>practise</b> audience skills, for example, clapping the end</li> <li>• <b>consider</b> why particular music was made and the composer’s intentions.</li> </ul>	<p>Respond to music they hear and communicate where and why it was made. Include music of Aboriginal and Torres Strait Islanders:</p> <ul style="list-style-type: none"> <li>• <b>consider</b> why people make music in different places and for different occasions</li> <li>• <b>respond</b> to music they hear and <b>identify</b> specific elements, for example, tempo, dynamics, timbre and texture</li> <li>• audience behaviour is <b>developed</b> to react appropriately in any given context</li> <li>• <b>share</b> and <b>explain</b> musical preferences</li> <li>• <b>explain</b> the effectiveness of the composer’s choice of musical elements on the audience.</li> </ul>	<p>Identify the features of music they listen to and play. Use the elements of music to make comparisons starting with Australian music including the music of Aboriginal and Torres Strait Islanders:</p> <ul style="list-style-type: none"> <li>• <b>respond</b> to and <b>respect</b> others as performers and audience members</li> <li>• <b>discuss</b> why and how people make music across different cultures</li> <li>• <b>recognise and describe</b> how elements are combined to communicate ideas and meaning</li> <li>• <b>rehearse and develop</b> appropriate audience behaviours</li> <li>• <b>explore</b> how and why music is made locally and in different cultures.</li> </ul>	<p>Identify the features of music they listen to and play. Use the elements of music to make comparisons starting with Australian music including the music of Aboriginal and Torres Strait Islanders:</p> <ul style="list-style-type: none"> <li>• <b>respond</b> to, and <b>respect</b> the music-making of others and audience member</li> <li>• <b>understand</b> the reason why and how people make music across different cultures, events or occasions</li> <li>• <b>identify and describe</b> how the elements of music are combined to communicate ideas, mood and meaning</li> <li>• <b>compare</b> how and why music is made locally and in different cultures</li> <li>• <b>identify</b> the meaning and significance of music from different cultures within their historical context.</li> </ul>	<p>Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts including Aboriginal and Torres Strait Islanders:</p> <ul style="list-style-type: none"> <li>• <b>participate and respond</b> to music from a variety of contexts and cultures both as respectful audience members and as performers</li> <li>• <b>discuss</b> personal preferences for music from a range of contexts using music terminology</li> <li>• <b>provide and respond</b> to feedback when rehearsing compositions</li> <li>• <b>describe</b> how the elements of music work together to communicate meaning to the audience.</li> </ul>	<p>Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts including Aboriginal and Torres Strait Islanders:</p> <ul style="list-style-type: none"> <li>• <b>respond and contribute</b> to performances from the artist and audience member for the context of the performance</li> <li>• <b>identify</b> factors that influence musical styles in cultures, times and contexts</li> <li>• <b>identify and compare</b> how the elements of music are used and combined in different music styles.</li> </ul>